Preprimary Section Coordination Team

Meeting Minutes

# **October 18, 2013**

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## *Participantes:*

## *Claudia Fayad, Jefe de Sección Sidey Viedman, Asistente de Sección*

## *Flor Herrera, Coordinadora de Prekinder Adriana Yepes, Coordinadora de Lengua*

*Carmen Elvira Cabal, Coordinadora de Matemática Vicente Medina, Coordinador de Ed. Física*

*Ben Pattenden, Coordinador de Primer Grado Ana María De La Torre, Coordinadora de Jardín*

## Responsabilidad Social

* Las actividades que hacemos en la sección para promover la responsabilidad social incluyen:
  + establecer en toda la sección reglas y acuerdos de convivencia que son construidas y socializadas entre los maestros y se trabajan con los niños
  + las primeras 4 semanas del año escolar son dedicadas a la presentación, la socialización y el trabajo de las reglas y acuerdos de convivencia
  + los talleres de Afectividad donde se trabajan habilidades sociales y decisiones responsables
  + las unidades transdisciplinarias siempre invitan a los niños a tomar acciones responsables para con los demás y con el medio ambiente
  + se trabajan constantemente las actitudes del PYP y los atributos del perfil IB, como por ejemplo ‘íntegros, de mentalidad abierta, respeto’ etc.
  + la implementación de sentarnos en círculo como estrategia de diálogo y construcción de comunidad permanente
  + las prácticas restaurativas para resolver dificultades y conflictos
  + algunas asambleas, tales como la de San Francisco, la del día internacional del medio ambiente, la de San Valentín, la del día de la raza y la del día internacional de la paz invitan a los niños a tener conciencia social
  + otras asambleas, particularmente las de las regiones de Colombia y de las naciones del Reino Unido, invitan a los niños a tener mentalidad abierta y conocer diferencias y similitudes entre culturas
  + durante los *spirit days* se desarrollan actividades grupales que promueven la interacción
  + los niños desarrollan acitivades en casas para promover la integración entre ellos
  + en las salidas pedagógicas los niños amplían sus horizontes hacia el entendimiento de cosas diferentes por lo tanto desarrollan el atributo de mentalidad abierta
  + los niños elaboran y venden tarjetas de navidad para recaudar fondos para el bono de los empleados del colegio y para comprarles regalos a sus hijos
  + Prekinder: construcción de reglas específicas durante la primera unidad de indagación, se trabajan las habilidades sociales durante el juego libre y a través de las unidades transdisciplinarias para que los niños ganen conciencia del otro y tomen decisiones responsables, integración con el colegio San Luis Gonzaga
  + Kinder: consecuencias al incumplimiento de las normas
  + Primer Grado: integración con el Colegio Bolívar, unidades transdisciplinarias que promueven el consumo responsable de los materiales, la toma de conciencia del rol de todos en una comunidad y el uso responsable de sus recursos,

## Perfil de bibliotecaria/o

* Bilingüe ingles / español
* Capacitada/o en sistemas digitales de organizar la biblioteca y prestar libros
* Con capacitación relevante del IB (relevancia de la indagación, cómo el IB contempla una biblioteca para el PYP)
* Formación en pedagogía

*Job Goals:*

* *To ensure that students and staff are effective users of ideas and information*
* *To empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information*
* *To instill a love of learning in all students and ensure equitable access to information*
* *To collaborate with classroom teachers and specialists to design and implement lessons and units of instruction, and assess student learning and instructional effectiveness*
* *To provide the leadership and expertise necessary to ensure that the school library program (SLP) is aligned with the mission, goals, and objectives of the school and the [IBO], and is an integral component of the learning/instructional program*

*ROLES AND RESPONSIBILITIES*

*Leader*

*As a leader the school librarian creates an environment where collaboration and creative problem solving thrive. The school librarian is an excellent communicator who instills enthusiasm in others by making them feel that they are important members of a team. Strong leaders foster an environment of creativity, innovation, and openness to new ideas, welcoming and encouraging input from others to create consensus. They anticipate future obstacles and continually retool to meet challenges. The school librarian demonstrates his or her role as a visible and active leader within the school community, an advocate for the SLP, and a professional member of the school library community by:*

*• serving on decision making teams in the school*

*• taking an active role in school improvement and accreditation activities*

*• benchmarking the SLP to school, ~~state~~, and national [and international] program standards*

*• sharing expertise by presenting at faculty meetings, parent meetings, and school board meetings*

*• creating an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff*

*• sharing with the learning community collaboratively developed and up-to-date ~~district~~  [IBO] policies concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy, and acceptable use*

*• encouraging the use of instructional technology to engage students and to improve learning, providing 24/7 access to digital information resources for the entire learning community*

*• collecting and analyzing data to improve instruction and to demonstrate correlations between the SLP and student achievement*

*• maintaining active memberships in professional associations*

*• remaining current in professional practices and developments, information technologies, and educational research applicable to school library programs*

*• advocating for school library programs and the guiding principles of the school library profession; the school librarian is an active, accessible, and informed proponent of the school library profession by:*

*o advocating, communicating, and promoting opportunities to improve the profession*

*o maintaining frequent and timely communication to stakeholders through the school and library website, parent newsletter, e-mail, and other formats, such as ~~local cable access television~~, video/audio streaming, and on-demand video/podcasts*

*o using local, state, national, and international school library data and research to engage support*

*o writing articles and submitting regular reports providing evidence of what the library and school librarian do to prepare learners to be successful in the twenty-first century*

*~~o maintaining an effective public relations program~~*

*o demonstrating a commitment to maintaining intellectual freedom*

*o promoting the ethical use of information*

*Instructional Partner*

*As an instructional partner the school librarian works with teachers and other educators to build and strengthen connections between student information and research needs, curricular content, learning outcomes, and information resources. The school librarian demonstrates his or her role as an essential and equal partner in the instructional process by:*

*• participating in the curriculum development process at ~~both~~ the building ~~and district l~~evel to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners*

*• collaborating with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking*

*• participating in the implementation of collaboratively planned learning experiences by providing group and individual instruction, ~~assessing student progress,~~ and evaluating activities*

*• joining with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning*

*• providing and planning professional development opportunities within the school ~~and district~~ for and with all staff, including other school librarians*

*Information Specialist*

*As information specialist, the school librarian provides leadership and expertise in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information. The school librarian ensures equitable access and responsible use of information by:*

*• in accordance with ~~district~~ [school and IBO] policy, developing and maintaining a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community*

*• cooperating and networking with other libraries, librarians, and agencies to provide access to resources outside the school*

*• modeling effective strategies for developing multiple literacies*

*• evaluating, promoting, and using existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library services*

*• providing guidance in software and hardware evaluation, and developing processes for such evaluation*

*• understanding copyright, fair use, and licensing of intellectual property, and assisting users with their understanding and observance of the same*

*• organizing the collection for maximum and effective use*

*Teacher*

*As a teacher, the school librarian empowers students to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The school librarian supports students’ success by guiding them in:*

*• reading for understanding, for exposure to diversity of viewpoints and genres, and for pleasure*

*• using information for defined and self-defined purposes*

*• building on prior knowledge and constructing new knowledge*

*• embracing the world of information and all its formats*

*• working with peers in successful collaboration for learning*

*• constructively assessing their own learning and the work of their peers*

*• becoming their own best critics*

*Program Administrator*

*As program administrator, the school librarian works collaboratively with members of the learning community to define the policies of the school library program, and to guide and direct all activities related to it. The school librarian maximizes the efficiency and effectiveness of the school library program by:*

*• using strategic planning for the continuous improvement of the program*

*• ensuring that school library program goals and objectives are aligned with school and ~~district~~  [IBO] long-range strategic plans*

*• using effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives*

*• using evidence of practice, particularly in terms of learning outcomes, to support program goals and planning*

*• generating evidence in practice that demonstrates efficacy and relevance of the school library instructional program*

*• conducting ongoing action research and evaluation that creates data that is used to inform continuous program improvement*

*• supervising and evaluating support staff, which may include educational assistants, computer education assistants, volunteers, and student assistants*

*• preparing, justifying, and administering the school library program budget to support specific program goals*

*• establishing processes and procedures for selection, acquisition, circulation, resource sharing, etc. that assure appropriate resources are available when needed*

*• creating and maintaining in the school library a teaching and learning environment that is inviting, safe, flexible, and conducive to student learning*

*• selecting and using effective technological applications for management purposes*

*• participating in the recruiting, hiring, and training of other professionals, educational library assistants, students, and volunteer staff*

*• arranging for flexible scheduling of the school libraries to provide student accessibility to staff and resources at point of need*

*• ensuring equitable physical access to school library facilities by providing barrier-free, universally designed environments.*

*Terms of Employment: Teacher work year plus extended-year days*

*Evaluation: Performance of this job will be evaluated in accordance with ~~district~~ [school] policies.*

* + *Taken from Sample job description for School librarian by Learning 4 Life*

## Muebles Inorca

* Las sillas nuevas más grandes y las medianas soportan un peso de 80kg, las pequeñas 50 kg, por lo tanto debemos evitar que los padres de familia (al igual que nosotros mismos) se sienten en ellos.
* Cada grado debe decidir cómo manejar las reuniones con padres de familia, para que tengan dónde sentarse.

## Hallowe’en

* Recomendamos la segunda propuesta de Jóvenes en Escena (las tres historias), la vemos más entretenida para los niños y más relevante a Hallowe’en.
* Scolarest no proveyó muestras de la fruta, sólo cotización. Necesitamos que les quede claro que la fruta debe ser presentada de manera imaginativa para Hallowe’en, no sólo fruta normal en un plato decorado.

## Nueva tecnología

* Llegaron 3 iPads con sus respectivos dispositivos de Apple TV, los cuales serán asignados uno a cada grado. Se desarrollará un plan piloto con éstos. Se guardarán en la oficina y los coordinadores de grado tendrán acceso a ellos.
* La coordinadora de Jardín dará una capacitación para el uso de estos iPads en Prekinder el miércoles 30 de octubre a las 9:30am, Kinder el miércoles 30 de octubre de 2 a 3pm, Primero el martes 29 de octubre a las 2:30pm.
* Queda pendiente la capacitación del tablero interactivo. El lunes sólo podrían asistir 20 profesores entre todas las secciones. Hemos pedido que se haga el próximo viernes de 2 a 3pm para que todos nuestros profesores puedan asistir. Estamos pendientes de que Sistemas nos confirmen.

## La caja del amor

* Proponemos que los estudiantes de Bachillerato de CAS que quieren presentar sobre la caja del amor lo hagan por grado en el domo, no en una asamblea ya que esto puede dañar la asamblea de nuestros niños.

## Domo

* Debido a que el domo ya tiene alfombra nueva, recordemos **todos** (incluyendo profesores) quitarnos los zapatos antes de entrar.
* Se pedirá que el mueble para colocar los zapatos se vuelva a colocar afuera de la biblioteca, para que las personas que se quitan los zapatos no interrumpan en el desarrollo de actividades en la biblioteca. Para que éste no tape la placa con el nombre de doña Luisa de Valencia, se pedirá que se suba esta placa un poco.

Jefe: Recuerda enviar carta para room mothers. Adriana está haciendo la carta para padres lectores. Descubrimos que en el calendario el summer show quedó programado para la semana 39 (del 16 al 19 de junio), más tarde de lo que tú querías (máximo semana 38). ¿Qué se hace?